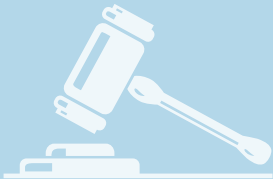


## EDUCATIONAL SUCCESS FOR YOUR STUDENTS—AND YOU

TIPS TO GO



**THREE FEDERAL LAWS** support deaf and hard of hearing students’ participation in educational programming in public schools. All students with disabilities will be educated, and their educational and access needs will be met at public expense.

- A teacher’s role in the IEP, 504 plan, and/or ADA process is to:
- participate in any meetings in which IEP, 504 plan, or ADA auxiliary aids and services may be discussed.
  - be ready to supply pertinent data and documentation, such as test scores, discipline referrals, and observational information.
  - implement the provisions of the IEP, 504 plan, or ADA auxiliary aids and services accommodations that apply to the classroom or school environment.

## DIFFERENT ABILITIES, UNIQUE NEEDS—SUPPORTING LEARNING IN THE CLASSROOM

TIPS TO GO



**WHATEVER A DEAF OR HARD OF HEARING STUDENT’S INDIVIDUAL LEARNING NEEDS**, teachers can help that student develop his or her academic and social skills.

- Teachers should:
- set up their classroom so that all students can see each other; this often means seating in a U formation.
  - be sure to face the students when talking.
  - repeat and rephrase information.
  - identify who is speaking during class discussions.
  - check in with students to confirm understanding.
  - pre-teach new concepts to students prior to classroom use.
  - ensure they have the attention of their deaf and hard of hearing students before they begin talking or presenting information.

## FOSTERING SOCIAL CONNECTIONS—TEACHERS MAKE A DIFFERENCE

TIPS TO GO



**SOCIAL CONNECTIONS WITH CLASSMATES** help all students develop and build self-confidence. Teachers who take time to reach out, recognize, and care for deaf and hard of hearing students are the ones who are remembered as having made an impact.

- Teachers should:
- model effective interactions with deaf and hard of hearing students by engaging them in personal conversations, communicating directly with them, and using respectful and inclusive language about them.
  - create icebreaker opportunities that encourage interaction between deaf, hard of hearing, and hearing students.
  - develop team-based activities and projects for which deaf, hard of hearing, and hearing students collaborate.
  - encourage deaf and hard of hearing students to develop self-advocacy skills and to be responsible for communicating their needs.

## ACCOMMODATING DEAF AND HARD OF HEARING STUDENTS IN SCHOOLS

TIPS TO GO



**THE WAY THE EDUCATIONAL STAFF INTERACTS AND WORKS** with a deaf or hard of hearing student affects how other students, teachers, and administrators perceive that student. Modifications that make schools user friendly for all should be incorporated.

- Ways to make the school environment accessible include:
- incorporating auditory and visual supports throughout the school.
  - learning how to effectively work with a sign language interpreter.
  - offering sign language courses for all students.
  - including deaf and hard of hearing adults in schoolwide programs.
  - encouraging participation in extracurricular activities for deaf and hard of hearing students.

## REACHING OUT—PARENTS AS PARTNERS



TIPS TO GO





**PARENTS WHO ADVOCATE FOR THEIR CHILDREN** improve the chances of their success in school. This is especially the case for deaf and hard of hearing students. Parents help their child’s educational journey by providing critical knowledge of their child’s unique abilities and accomplishments.

- Teachers can help parents advocate effectively by:
- supporting parental participation in the child’s Individualized Education Program.
  - working with parents to create goals for students in the home and at school.
  - offering information about resources, services, and technology in school and the community.
  - recognizing parents as partners in their child’s learning and allowing them to have a voice.



YOUR **ONE STOP** FOR **DEAF EDUCATION RESOURCES**

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- 1. **Individuals with Disabilities Education Act (IDEA)**  
IDEA requires schools to develop an Individualized Education Program (IEP) for the child. This is a written description of the special education and related services needed to help the child access the general education curriculum as well as extracurricular activities.
- 2. **Section 504 of the Rehabilitation Act of 1973 (504 Plan)**  
504 plans support a wide range of accommodations that may include preferential seating, amplification, interpreting, notetaking, captioning, and/or others in order to assist the student in accessing educational programming. Accommodations may be implemented and monitored by a case manager.

**VISUAL LEARNERS**

- Ensure the student has access to the interpreted information.
- Pace instruction, activities, and class communication to allow for interpreter and student processing.
- Ensure materials such as videos, computer programs, lectures, and, when appropriate, class discussions are captioned.

**DID YOU KNOW?**

- Middle school and high school may be socially difficult for deaf and hard of hearing students as they may be left out of social groups that are formed during this time.
- There is a unique value to having interactions with peers who share similar issues and experiences.
- Sign language classes and clubs are valuable because they help deaf, hard of hearing, and hearing classmates develop a common bond and learn how to communicate directly with each other.

**TIPS FOR THE CLASSROOM**

- Maintain the same high expectations for deaf and hard of hearing students as you have for their hearing peers.
- Take time to learn about each student’s family and background.
- Learn what works in communicating effectively with each student (e.g., being close to the student, speaking clearly, showing your face to the student when speaking, lighting, amplification).
- Create visual supports such as graphics, charts, hands-on demonstrations, and PowerPoint presentations.

**ENCOURAGING FAMILY ENGAGEMENT**

By welcoming the contributions of parents and working with them to support their deaf or hard of hearing child, you will be helping your students succeed.

- Talk to parents about their child’s strengths, abilities, likes, and dislikes.
- Ask parents what strategies they use at home for communication.
- Keep a communication notebook to discuss the school day or events at home.

- 3. **Americans with Disabilities Act of 1990 (ADA)**  
Under the ADA, schools must provide auxiliary aids and services, such as qualified interpreters, captioning, and assistive listening devices, to ensure communications with deaf and hard of hearing individuals are as effective as communications with others. Teachers should work with principals to ensure students have complete access to educational programming.

For more information on meeting the needs of deaf and hard of hearing students, visit:

**[clerccenter.gallaudet.edu](http://clerccenter.gallaudet.edu)**

**AUDITORY LEARNERS**

- Ensure hearing aids and assistive listening devices are working and are tailored to individual student needs.
- Limit background noise.
- Ensure materials such as videos, computer programs, lectures, and, when appropriate, class discussions are captioned.

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- Teachers can encourage openness and connection by asking questions that challenge the students to think about diversity and differences and how they contribute to the rich social fabric of the school.
- Teachers can foster self-confidence and pride by highlighting the accomplishments of deaf and hard of hearing people as a part of classroom projects, discussions, and activities.

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- Allow time to view pictures and/or read information.
- Repeat and paraphrase information to ensure clarity.
- Identify who is speaking during class discussions.
- Create accessible materials as appropriate for students’ skill levels as indicated on their Individualized Education Programs.

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- Seek out parents’ opinions on strategies to involve their children in classroom activities.
- Ask parents to volunteer in the classroom or on a field trip.

Remember: A student will have many teachers, but parents are with their child throughout his or her educational journey.

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